# PO 101 Study Guide for Exam 3

| *Assignment* | *Points* |
|---|---|
| Multiple-choice and true/false exam | 160 |
| Essay exam | 150 |
| Notes: Please see the Quizzes tab on Brightspace for answers to questions for reading quizzes 4–6 and bonus quizzes 7–10. Moreover, see this folder for PowerPoints for unit 3. Some quiz and PowerPoint content has yet to be distributed, but all material will be shared prior to the exam. | |

**Both** parts of exam 3 are scheduled for our final exam timeslot **in our classroom**:

- **Friday, May 2, at 1:00 p.m.**: Section B3, which *normally meets on Mondays, Wednesdays, and Fridays at 9:00 a.m.*
- **Tuesday, May 6, at 8:30 a.m.**: Section A3, which *normally meets on Mondays, Wednesdays, and Fridays at 8:00 a.m.*
- **If you take the exam late without valid documentation, the deduction will be 35%.**

Note: If you are in Section A3 and would rather take your exam early, I'm willing to accommodate if you are available when I'm already proctoring an exam for a different class of mine (provided the room is not full): Friday, May 2: 8:30–11:30am and 1:00–4:00pm; and Saturday, May 3 (starting at 10:30am, and I can stay until you're finished).

Questions will consist of identification and critical thinking items about the material in weeks 10–15 on the Drutman article and chapters 6–12 of the *American Difference* textbook. The exam is scheduled to include questions on constitutional arrangements, governing institutions, interest groups, political parties, electoral institutions, electoral behavior, and more.

The multiple-choice and true/false exam is worth 160 points, or 16% of the overall course grade. These points will be based on your responses to 50 multiple-choice and true/false items (3.2 points each). To integrate **grace**, I will design the exam to contain 54 items (selected randomly from a pool of 65 items), so **you can miss 4 questions before points are deducted from your score**. If students answer 51–54 questions correctly, their score will be capped at 50 correctly answered questions, or 100 percent (160 of 160 points).

The multiple-choice and true/false exam will have a time limit of **54 minutes**, at which time your final submissions will be recorded. Please do **not** refer to your notes, class readings, or any other resources as you work on the exam, available through the Quizzes tab on Brightspace.

During the multiple-choice and true/false exam, I plan to walk around the classroom and observe student screens to deter academic misconduct. If I notice students using an artificial intelligence application or viewing anything other than the Brightspace page, I reserve the right to deduct 35%.

After students finish the multiple-choice and true/false exam, they will remain in the classroom to complete the essay exam on Brightspace on a device of their choice. **The only open window should be Brightspace—if another program is used during the essay exam, I reserve the right to deduct 35%.** My hope with in-person essay exams is to minimize the probability of artificial intelligence use and other forms of academic misconduct so that your score does not suffer drastically at the end of the semester (e.g., through a Turnitin review of the content); it also would be more difficult to communicate with students once the final assignment of the semester is submitted and students are busy with move-out and summer activities. You will be welcome to go to the restroom if needed during the essay exam, but you should leave your electronic devices in the classroom. The only resource available to students will be notes in hard copy format. Please print any digital notes that you intend to use. Students cannot use their book because some might have a digital copy only; I will not punish students with digital textbooks by inviting them to print page after page of their book.

Students are encouraged to bring a laptop or tablet, with a power cord, for the essay exam.

Why are you submitting the essay exam in person? With end-of-year activities including moving out of apartments and dormitories, I am concerned that students might forget to turn in the essay if it is due outside of class. And incomplete essay exams would receive scores of 0.

The topic of the essay exam will **not** be disclosed in advance, but it will be consistent with at least some of the material below. You randomly will receive one of two essay prompts. Please follow the guidelines and fully answer the prompt *with at least 5 paragraphs*. **The purpose of the essay exam is to demonstrate your improved writing and critical thinking skills over the course of the semester.**

Constitutional Arrangements and Governing Institutions

- Note: Please focus on the chapter 6–7 lectures as you review this content for the exam
- Types of constitutions
- Types of judicial review
    - Please be able to identify examples of each type of judicial review

- How flexible is the U.S. Constitution compared to the constitutions of other countries?
- What is the difference between majoritarian democracies and consensus democracies?
    - Please be familiar with the ways in which the United States and Sweden comply and do not comply with the majoritarian and consensus visions of democracy
- Principal–agent relationships: definition and when a legislature acts as an agent and when it acts as a principal
- Linkage: definition and purpose
    - Is linkage more associated with delegate representation or trustee representation?
- What are the two types of legislative control? What would be examples?
- Be familiar with some of the standing committees in Congress
- What are the purposes of legislative debate and oversight?
- Government: definition
- What is the difference between presidential government formation and parliamentary government formation?
- What is the difference between head of state and head of government?

Interest Groups and Political Parties

- Note: Please focus on the chapter 8–9 lectures as you review this content for the exam
- Interest groups: definition
- How the Chamber of Commerce qualifies as an interest group, as well as the Chamber's communication strategies, history, and development
- Types of interest groups and communication strategies of interest groups
- Interest group development: stages and possible outcomes
- Selective incentives by interest groups to combat free-riding: material, solidary, and purposive
- Pluralism: definition and evaluation
- Corporatism: definition
- Political parties: definition
- National Revolution: definition and associated political cleavages
- Industrial Revolution: definition and associated political cleavages
- Which political cleavages are relevant in the United States? In what ways are they relevant? To what extent are these political cleavages overlapping?
- Different party systems: What qualifies as a dominant-party system, two-party system, and multiparty system? What determines whether a country has a two-party system or a multiparty system?

Elections and Electoral Institutions

- Note: Please focus on the chapter 10 and Drutman lectures as you review this content for the exam
- What is a primary, and what is its purpose? How do primaries differ from party nomination conventions?
- What is the difference between open and closed primaries?
- District magnitude (please be familiar with U.S., British, Italian, and Dutch examples)
- Ballot structure (please be familiar with German and French examples)
- Threshold: definition, purpose, and common thresholds when district magnitude is greater than 1
- Single-member plurality voting: definition, level of disproportionality (low or high), and which countries practice this system
- Majority electoral system: two-round voting and alternative voting/ranked-choice voting
    - Which country in *American Difference* uses a two-round system?
    - Which countries in *American Difference* have alternative voting/ranked-choice voting? To what extent has alternative voting/ranked-choice voting been used in the United States?
- Proportional electoral system: definition, open-list system, closed-list system, and an example of a country that practices this system
- Mixed-member electoral system: definition and the countries that practice this system
- Please be familiar with where different electoral systems are practiced
- How did the American public answer the survey questions in the Drutman lecture?
- Drutman lecture: If the American people want a third major political party, why doesn't the country have one? Which reasons did we discuss in class? Which was structural, and which referred to public opinion/motivation?
- What is the argument in the Drutman lecture about the causes of policy change? Is public opinion sufficient by itself to effect policy change?
- Drutman lecture: Why did Larry Sharpe run for New York governor as a Libertarian? Why was it difficult for him to win?
- Drutman lecture and Larry Sharpe video: Duverger's Law—what is it, and how does it work? How do the incentives for voters change when district magnitude changes from 1 to more than 1?

Electoral Behavior

- Note: Please focus on the chapter 11 lecture as you review this content for the exam
- What were some of the complexities of voting in New York in 2018? What were the results of the 2018 New York gubernatorial election? Who won, and by how much?

- What was the voter turnout rate for New York for governor in 2018? Was this higher than the state's turnout rate in the 2014 gubernatorial election? Was this higher than most turnout rates for the country in presidential election years? How does turnout in presidential election years usually compare to turnout in midterm election years?
- How does U.S. turnout compare with turnout in other countries?
- What are some explanations for the different levels of turnout in the United States vs. other countries? Which explanation seems the most important to you?
- Additional terms on latter slides of the chapter 11 lecture

Some Conclusions about American Politics

- Note: Please focus on the chapter 12 lecture as you review this content for the exam
- What are the causes of the U.S. political culture of individualism and the political ideology of limited government?
- U.S. culture of individualism and its effects observed by Lipset and throughout the *American Difference* book
- What is the comparative method (and the method of difference, an example of the comparative method), and how did the authors of *American Difference* employ this method in their book? Be prepared to apply this method on the exam. Just as we compared governors, the application(s) on the exam may or may not focus on countries.